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ABSTRACT

This guide is designed to help teachers develop sequential and creative art education programs in elementary and secondary classrooms. Specific goals focus on enabling students to perceive, describe, and respond to the aesthetic qualities of the natural and man-made environment; to analyze, judge and value works of art; to acquire a knowledge of visual art heritage and cultural influences; and to produce works of art. The guide is arranged in three sections: grades K-4, 5-8, and 9-12. Each section provides an introductory statement and a chart listing specific objectives and goals, suggested learning activities and teaching methods, and ways to evaluate students' knowledge gain. Activities include viewing films and slides, using themes or celebrations, drawing, making prints, identifying color, tasting and smelling, appreciating famous works of art, analyzing composition, making collages, listening to stories and artists, using tools, illustrating, and doing individual art projects. A list of suggestions for projects in various areas of art and a bibliography of books and magazines conclude the guide. (CK)

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CURRICULUM GUIDE

FOR

VISUAL ARTS

K-12

Wayne Teague
State Superintendent of Education
Alabama State Department of Education
State Office Building
Montgomery, Alabama 36130

June 1978

Bulletin 1978 No. 16

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II.

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INTRODUCTION

This guide has been produced in an effort to assist classroom teachers in Grades K-12 to develop further programs in art education. It is meant to be followed as a guide and to offer suggestions of meaningful art experiences for students enrolled in the schools of Alabama.

It is not intended to be a "How To Do It" type, but rather a clear definition of the kinds of art experiences students should have during each phase of art instruction in the schools.

We thank the members of the committee for their efforts in producing this guide. We met as often as possible in revising the guide and feel that the material assembled can be useful to the beginning, as well as the more experienced, classroom teachers.

The final evaluation of this guide will be reflected in the kind of art expression to which students are exposed during the school year.

John B. Hall
Visual Arts Specialist
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Montgomery, Alabama
June 1978

IV.

PHILOSOPHY

Art is a significant expression of all cultures. The arts carry ideas from generation to generation, vivify cultural differences, enhance cultural understandings, provide visual records of the past and give form to contemporary ideas and events.

Through the visual arts, man brings order to his environment, creates new forms to enhance life and gives visual form to his inner being. It is only through the study of the visual arts that we can understand these unique contributions of art to society; develop skills for perceiving, analyzing, controlling, appreciating, and responding to the visual environment; and develop skills for expressing oneself visually and understanding the visual expression of others. It is only through the study of art that we know about art products, artists, art materials, and art processes; engage in art activities; and develop skills applicable to a wide variety of art and art related careers.

The arts enrich the quality of life--they provide a means for experiencing the sensuous phenomena of the world and giving form to innermost thoughts, feelings, and sensibilities. Experiences in art history, art criticism, and art production provide for an increased understanding of oneself and the environment and lead to feelings of self-satisfaction, self-confidence, and self-worth.

STATEMENT OF PURPOSE

The needs of the adolescent are varied and many. One of these needs is self-expression and another is creativity. Art, by its very nature, can expose the student to a great amount of creative and expressive energy. The student can react to his environment and this can contribute to his personal growth. Creativity is more than the result of subject matter. It is the release of creative and expressive energy that the art teacher can and must provide.

The teacher should never allow subject matter to become a definite means to an end but rather should lead the student in a manner that will involve him in an individually rewarding experience. Many factors such as social life, interests, ambitions, and talents must be considered so that the art teacher may use a broad and flexible approach to art as a subject. The teacher has the responsibility of being able to understand the student and must be sensitive to the student's ambition, persistence, self-criticism, introspection, and sense of adventure. Then, art can play an important part in the life of the student.

The information provided is not intended to be rigid and insurmountable but rather a guide to creative teaching projects and a sequential program for use by each teacher. It is a guide to eliminate redundancy in our program and to improve articulation from school to school in our State. We hope that each teacher will use this guide as a course of study covering the major areas of art on each level.

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GOALS	K-4	5-8
I. PERCEIVE, DESCRIBE, AND RESPOND TO THE AESTHETIC QUALITIES OF THE NATURAL AND MAN-MADE ENVIRONMENT		
A. Perceive, understand, and describe sensual elements and relationships in the natural and man-made world.		
1. Respond to objects, events, themes, and symbols presented in works of art.	X	X
2. Respond to the sensory elements such as line, shape, value, visual and tactile texture, color, taste, smell, weight, and sounds of natural and man-made forms.	X	X
3. Respond to inherent qualities such as texture and form.	X	X
B. Become involved in and respond to sensual experiences as a basis for enhancing personal development.		
1. Respond to art insightfully and sensitively in written, oral, and/or kinesthetic expression.	X	X
2. Interpret the mood, meaning, or significance of works of art.	X	X
3. Respond to the visual imagery of various cultures.	X	X
II. ANALYZE, JUDGE, AND VALUE WORKS OF ART		
A. Respond to and appreciate the visual expressions of others and of themselves.		

	K-4	5-8	9-12
1. Analyze compositional elements such as rhythm, balance, and repetition.	X	X	X
2. Analyze the relationship of the visual elements to the total works of art.		X	X
3. Analyze qualities such as movement, stability, contrast, and intensity in works of art.	X	X	X
4. Compare works which are similar in expressive quality, composition, and style.	X	X	X
5. Analyze relationships between visual and tactile properties in works of art.	X	X	X
6. Analyze relationships of the visual elements such as line, shape, and color in works of art.	X	X	X
7. Conclude that aesthetic decisions made while producing works of art affect the final product.		X	X
8. Verbalize aesthetic decisions made while producing works of art.		X	X
9. Exhibit flexible attitudes and willingness toward different forms and styles of art.	X	X	X
10. Express personal attitudes toward art.	X	X	X
11. Use art knowledge and skills in making personal decisions.	X	X	X

	K-4	5-8	9-12
B. Make reasoned judgments about works of art.			
1. Appraise the criteria used in making value judgments about works of art.		X	X
2. Justify judgments about works of art.		X	X
III. ACQUIRE A KNOWLEDGE OF VISUAL ART HERITAGE AND CULTURAL INFLUENCES			
A. Know about art products, artists' personalities, and chronology.			
1. Know about major artists and their art.		X	X
2. Associate artists to specific art products or styles.		X	X
3. Associate art styles with geographic regions and time periods.		X	X
B. Achieve an awareness and understanding of art processes and products.			
1. Learn the vocabulary of art and artists.	X	X	X
2. Identify tools and materials used to produce art.	X	X	X
3. Identify activities of people trained in art such as painters, sculptors, designers, craftsmen, photographers, and architects.	X	X	X
4. Identify vocational and avocational opportunities.		X	X

	K-4	5-8	
C. Recognize the relationships that exist between art and other disciplines of the humanities such as literature and music.			
1. Relate art movements to comparable movements in other disciplines of the humanities.		X	
2. Produce works of art that are related to other areas of the humanities.	X	X	
D. Appreciate the relationship between works of art and the culture in which they were made.			
1. Identify cultural similarities and differences which have influenced the visual arts.	X	X	
2. Identify the role of art in various societies.	X	X	
IV. PRODUCE WORKS OF ART			
A. Improve self-identification and self-worth concepts through successful and meaningful art experience.			
1. Develop manipulative skills in utilizing a wide variety of art media, tools, and processes.	X	X	
2. Develop motor skills.	X	X	
3. Engage in activities similar to those artists use in creating works of art. Draw, paint, sculpt, weave, pot, construct, macrame, weld, cast, mold, stitch, cut, paste, assemble.	X	X	

	K-4	5-8
B. Exhibit creative and confident behaviors with art materials and concepts.		
1. Make choices of subjects and themes independent of the views of others.	X	X
2. Produce works of art which are imaginative.	X	X
3. Develop skills in communicating ideas, feelings, fantasies and images visually.	X	X
4. Organize art elements such as line, shape, color, and texture and principles such as rhythm, balance, variety, unity and repetition into logical, orderly, and aesthetic relationships.		X
5. Synthesize visual elements into new forms, meanings, and relationships.		X
6. Explore and experiment with materials independently.	X	X
7. Develop realistic and abstract percepts and concepts.		X
C. Develop the ability to follow directions and solve problems.		
1. Represent objects from the environment.	X	X
2. Produce expressive works of art.	X	X
3. Produce works of art with a variety of matter.	X	X

	K-4	5-8	9-12
4. Represent spatial relationship on 2-dimensional surfaces.		X	X
5. Organize spatial relationship in 3-dimensional works.		X	X
6. Utilize art materials to achieve a variety of surface qualities.	X	X	X
7. Work independently and cooperatively.	X	X	X
8. Exhibit cooperative behavior for group activity.	X	X	X

STATEMENT: K-4

The child in kindergarten through the fourth grade is discovering the world, himself, and other people. He gradually widens his knowledge and appreciation of all three and develops skills for self-control and expression, for affecting his environment, and for relating in meaningful ways to other persons. Each child develops physically, mentally, emotionally and spiritually in an orderly progression from egocentrism to a wider social awareness and an enlarging world view. Since children vary in experiences and personal attributes, the levels of progression will vary from child to child. In addition, children advance from level to level at differing rates of growth. Although the levels and rates of development vary, the pattern of development remains much the same for most children. This makes it possible to recognize distinctive levels of development and to assist children in advancing from one stage to the next by providing the stimulating environment, experiences, and encouragement necessary for orderly development.

Consciousness of the development process for children's understanding and ability should be constantly the primary factor in teaching art to children.

The following material has been arranged with objectives appropriate to children in grades K-4 with suggested activities and methods of evaluation. Each teacher should supplement this material with an appropriate art education textbook. Such a reference will provide a wider variety of examples and present many possibilities to be seen in children's art. A good text will also provide information on teaching children who are extremely slow to learn or who work and learn at a faster rate than the average. Consideration should also be given to children with other learning needs.

Guide: K-4

Objectives	Activities	Evaluations
Perceive, understand, and describe sensual elements and relationships in the natural and man-made world. 1. To respond to objects, events, themes, and symbols presented in works of art.	1. a. Organize activities which will enable the student to recognize a variety of objects. b. Identification of objects normally seen in the home will assist the child in recognizing objects and pictures. A collection of magazines, books, prints, and toy objects should be where the child can see and touch them. c. Provide pictures or movies of events such as birthdays, taking a trip, a visit to the zoo, and riding on a bus. These events remind the child of similar personal experiences. d. Organize activities to enable the student to relate to themes such as holidays, religious celebrations, and National Health Week. Evidence of these themes can be found in magazines, newspapers, and television. e. Organize activities which will enable the student to identify symbols. f. Find symbols such as the flag, the cross, the star of David, symbols of other nations in a number of places.	1. The student should name and respond with intere to a variety of objects As the child grows olde he should recognize and enjoy more objects and relate or draw more events and use a variet of themes in his work. In the third and fourth grades, the child will recognize a number of symbols and may even invent new ones. The child should show a expanding awareness and interest in the four categories. No precise number should be expect

Objectives	Activities	Evaluations
	This activity will help to make the student receptive to the concept of a symbol and its many meanings.	
2. To respond to the sensory elements such as line, shape, value, actual and implied texture, color, taste, smell, weight, and sounds of natural and man-made forms.	2. a. Organize a variety of activities that require the use of marking pens, crayons, and pencils. Experiencing the kinetic pleasure of making lines and shapes, the child will find it easy to recognize those elements in nature and in objects about him. Spider webs, telephone lines, stripes in the highway, and cracks on the pavement can be discovered. b. Organize activities that require printed materials such as pictures, prints, photographs, and walks in nature. Organize activities stressing geometric shapes such as house shapes, dark and light objects. c. Organize activities stressing the identification of color. Identification of colors may be included in any description; for instance, "sit in the brown chair," "put the red roses in the yellow vase," etc. d. Organize activities stressing taste and odors. Taste sensations may be heightened by letting the student put	2. The exercises may be viewed as successful if the child voices an awareness of the various elements and factors or if he shows by his behavior that the quality of color, weight, odor or sound is important to him.

Objectives	Activities	Evaluations
	his tongue on a cut lemon, taste salt, sugar or other foods while blindfolded. Pungent odors, fragrant perfumes, popcorn popping, and other experiences where the odor is dominant will heighten the child's awareness.	
3. To respond to inherent qualities such as texture and form.	3. Objects of simple form should be held by the student. Fruits and nuts of a wide variety could be used. Place long bananas, round oranges, small grapes, prickly pineapples, and rough coconuts in a pleasing arrangement on a shelf or a low table. Allow the student to handle the articles, arrange them and rearrange them until the group feels satisfied that the arrangement is attractive. The student in K-4 levels should draw or paint the different fruits and nuts either from memory or from looking at the arrangement. K level might like to paint colorful pictures with poster paints and use the stiff brush to make the orange look rough and the soft brush to paint smooth apples. Modeling clay, preferably real potters clay which can be fired later, should be made available for students who show an interest in holding the objects. Although K level students may make objects quite basic in appearance, their sensitivity to form and surface will be	3. The student's work shoul duplicate or approximate the general form of the object. The more perceptive student will include mor detail, as a rule, but the exercise should be considered successful if an effort is made to re-create the general form and an attempt is made t affect the surface in some way to imitate the quality found in the original.

Objectives	Activities	Evaluations
	increased through actually manipulating the plastic clay. Textural effects can be pressed into the damp clay or scratched in after the objects are almost dry or dry. If the budget allows, a variety of types of clay could be used. If one type only is available, sand or pounded brick could be added for a different feel and appearance.	
Become involved in and respond to sensual experiences as a basis for enhancing personal development.		
1. To respond to art insightfully and sensitively in written, oral, and/or kinesthetic expression.	1. Works of art, reproductions, or televised shows on art may provide experiences which the children may use as the basis for an essay, a poem, a speech or another work of art based on the original. A print of Picasso's Harlequins may be translated into a production of a circus. Reinterpretation should be the keynote for art forms other than written. Dance, pantomime, and music may be used to interpret a wide variety of art forms.	1. The student should make some effort at creating the general effect of the original. Highly successful efforts will demonstrate an understanding of the principles involved in the work; for instance; Japanese or Chinese landscape paintings might inspire poetry, Egyptian murals might result in comic strips.
2. To interpret the mood, meaning, or significance of works of art.	2. Picasso's Guitarist or some other suitably sad picture may be shown and the student asked to make up a story to fit the picture. A variety of moods should be chosen--happy, lonely,	2. The student should show by facial expression and tone of voice some empathy with the mood, meaning or significance of the work.

Objectives	Activities	Evaluations
	joyous, silly, loving, etc. Moods could also be felt by making masks to illustrate the mood. K level might make paper bag masks while the fourth grade level might be more elaborate and use papier-mache. Meaning and significance could be simply stated or the student might show the meaning in another art form. If the work is of wrestlers, the student might make up a dance of the strong men.	Interpretation may take verbal form or may result in an entirely new form of art.
3. To respond to the visual imagery of various cultures.	3. Masks may be made which are similar to those made in Africa, by Northwest Indians, or by the Chinese. Dances of many countries may be learned and appropriate costumes made and worn for a performance of the dance. A meaningful way to understand the culture of other peoples is to study the types of houses they build and live in. A field trip to a museum will expose students at all levels to the visual imagery of other cultures. Notebooks could be taken along and sketches made. The sketches might appear very simple, but the effort would help the student to see and remember. Textiles of other cultures might be looked at and potato prints made on cloth or	3. The student should show an awareness and appreciation for arts different from those he usually sees. He should be able to identify some significant cultures, and to recognize outstanding objects produced by the artists of the culture.

Objectives	Activities	Evaluations
	pieces of fabric tie-dyed or simple batik prints made. Simple looms might be used to teach the principles of weaving. The use of pottery should be included, especially in a study of the early cultures.	
Respond to and appreciate the visual expressions of others and of themselves.		
1. To analyze compositional elements such as rhythm, balance, and repetition.	1. Although children up to grade 4 should not be expected to analyze composition, they may be taught principles by learning to recognize repeated objects, repeated colors, and repeated lines or shapes. They may also learn to respond to rhythm by drawing after they dance or sing or by drawing or painting to music. Balance can be introduced by kinesthetic movements; for instance, playing "statue."	1. The student should recognize repeated items in a work of art, of balance in three-dimensional objects, and the desirability of rhythm in art should be exhibited by a use of this awareness in their own work.
2. To analyze qualities such as movement, stability, contrast, and intensity in works of art.	2. Movement may be experienced by acting out a composition. A flight of birds may become a ballet. Movement may also be experienced through looking at and creating a mobile of light-weight forms or shapes. Works of art that are very dark may be shown along with works which are very light. Designs of bright, fully-saturated colors may be experienced immediately after or before designs of great delicacy and light	2. The student should recognize the qualities listed in activities.

Objectives	Activities	Evaluations
	muted color. The child may learn to be aware that qualities of contrasts exist; for example, huge paintings and tiny miniatures, great kettles and wee china cups, skyscrapers and lakeside huts.	
3. To describe works which are similar in expressive quality, composition, and style.	3. As a follow-up of the preceding exercises, the student may be exposed to paintings which look alike, sculpture of the same subject which conveys the same feeling. Examples such as Van Gogh and Gauguin, Michelangelo, and Rodin might be used. The student should be given the opportunity to describe the works orally or by writing.	3. The student should designate works as expressing some emotion and be able to group artists whose work is similar. Perhaps by use of picture cards.
4. To analyze relationships between visual and tactile properties in works of art.	4. Arrange a series of objects which vary in texture and form in a room which has been darkened except for a glow-in-the-dark line which the children may follow. Let them pick up or run their hands over each object. After they come out of the dark, let them tell about the objects they remember. Afterward let the students see the objects in the light. This may be varied by covering the student's eyes as each object is examined and described.	4. The student should combine line, shape, and color to create a painting or design. One element should be emphasized and the others less obvious.

Objectives	Activities	Evaluations
5. To analyze relationships of the visual elements such as line, shape, and color in works of art.	5. Collages made of colored papers or found paper such as brown paper bags, newspaper, etc., in combination with string could be used to introduce the elements. The string could be dipped in ink or paint and dropped onto the collage. Using white glue, the string could be attached to the paper to form shapes of apples, balls, waves in the ocean, or other objects. Random colors may be made in pastel (chalk) and black lines drawn over the colored areas to depict a subject such as a city, fish, a landscape, etc. The same shape could be painted different colors to show how the shape seems stronger or weaker, near or far as the color changes.	5. The student should combine line, shape, and color to create a painting or design. One element should be emphasized and the others less obvious.
6. To exhibit flexible attitudes and willingness toward different forms and styles of art.	6. A variety of art projects should help produce this effect. Children should have available, and be encouraged to work with, paints, markers, pencils, cut and torn paper, clay, found objects, paper, cloth, metal, string, and other materials. Styles will follow from the variety of techniques made necessary by diverse materials and from the varying personalities of the students.	6. The student should exhibit a willingness to work in many materials and be eager to do so. Encouragement is needed.

Objectives	Activities	Evaluations
7. To express personal attitudes toward art.	7. Short comments recorded as in a radio interview should encourage students to communicate their feelings and attitudes toward art. Short television tapes may be made of the children talking about some art object, either that of their own or of another. Film loops could be made with an 8 mm movie camera.	7. The student should exhibit a relaxed attitude when talking about art. The student should express his thoughts and feelings.
8. To use art knowledge and skills in making personal decisions.	8. To be encouraged at all times.	
Achieve an awareness and understanding of art processes and products.		
1. To learn the vocabulary of art and artists and to identify tools and materials used to produce art.	1. Correct definitions for the art elements and principles should be learned by the teacher and used in a normal, easy manner while talking about art. Children learn more by imitation than by admonition. An art vocabulary may be found in Emphasis Art by Frank Wachowiak, pp. 52-59. The terms should also cover materials and tools as well as techniques.	1. The student should speak in art terms correctly. The student should also select objects designated by the correct name and ask for or talk about tools and materials by name.

Objectives	Activities	Evaluations
2. To identify activities of people trained in art such as painters, sculptors, designers, craftsmen, photographers, and architects.	2. Short stories about artists should be included in the reading lessons. Where no material is available, the teacher might write the stories or essays. When possible, invite artists to visit the students in school or arrange a visit to the studio for the students. Some industries make available movies, filmstrips, and photographs about the designers and their products.	2. The student should draw a picture of an artist at work, an architect designing a building, a craftsman making pottery, jewelry, fabrics or other items, a photographer taking pictures. The product should indicate whether the student is forming a clear idea of the artist and the work of the artist in our society.
Recognize the relationships that exist between art and other disciplines of the humanities such as literature and music.		
1. **To produce** works of art that are related to other areas of the humanities.	1. Read or tell the class a story. Then ask them to draw a picture to show some outstanding part of the story. Do the same with a poem. Play music in which drums are quite noticeable or which has an easily recognizable rhythm. Let them draw lines or shapes or both to show how the beat varies.	1. The student should draw an illustration to convey a story, an event, a moment, a feeling -- something that enhances a portion of a literary work. The student should draw a design indicating repetition and variety. Imaginative designs will

Objectives	Activities	Evaluations
		be complex and show varying degrees of emphasis.
Appreciate the relationship between works of art and the culture in which they were made.		
1. To identify cultural similarities and differences which have influenced the visual arts.	1. Show pictures of technical items like cameras, machinery, electronic equipment, etc., produced in Japan, the United States, and in Germany. With these items also show pictures of citizens of the countries dressed alike and also in their distinctive traditional costumes. Compare architectural differences of these three countries. Show slides or movies of African masks, of Mardi Gras masks, Halloween masks, and Japanese theatre masks.	1. The student should find examples in magazines of cultures which look alike and those which look different. National Geographic Magazine is a good source. The children should be able to describe distinct characteristics of various cultures.
2. To identify the role of art in various cultures.	2. A scrapbook of pictures from magazines should be made to illustrate as many different cultures as the child can identify. Emphasis should be on seeking out examples from a number of sources (library, department stores, novelty shops, comics, television, etc.) without too much help from the parents.	2. The number of examples and the variety should be proportional to the age level of the students.

Objectives	Activities	Evaluations
Improve self-identification and self-worth concepts through successful and meaningful art experiences.		
1. To develop manipulative skills in utilizing a wide variety of art media, tools, and processes.	1. Simple tools such as brushes, scissors, rulers, should be available for kindergarten, first and second grades. Third and fourth grade students may need things like hammers, wire cutters, pliers, carving tools, and other tools which require finger dexterity. For a more complete list, an up-to-date elementary school art textbook should be consulted. A variety of papers is advisable and more than one medium. Tempera or poster paints should be on hand and, if possible, inks, watercolors, and pastels. Projects should vary from time to time with similar ideas being developed in different materials. A study of textile designs or many cultures might be carried out through block printing, construction and use of a simple loom, textile designs painted large scale on cardboard in poster paints.	1. Students should be able to use effectively several art media, a number of tools, and show a knowledge of several processes, such as painting, modeling with clay, making prints from simple stamps, arranging blocks, boxes, or other objects into orderly patterns or constructions.

Guide: K-4

Objectives	Activities	Evaluations
2. To develop motor skills.	2. Projects as mentioned above which require the child's use of his hands, eye-hand coordination, eye-hand-body coordination will accomplish this objective. Young children may stack blocks, button and un-button, tie strings, hammer pegs, etc. As the child matures, work which results in an art product should be encouraged. Boards may be nailed together, strings tied into a pattern, and knives used to carve soft woods.	2. All art activities help to develop motor skills. The child's successful use of tools and materials will indicate progress.
3. To engage students in activities similar to those artists use in creating works of art. Draw, paint, sculpt, weave, make pottery, construct, macrame, weld, cast, mold, stitch, cut, paste, assemble.	3. With the exception of welding, K-4 students can create art objects through the methods listed. Emphasis should be on encouraging the child to experiment, to attempt each project on a level suitable to his age group. Draw: pencils, crayons, chalks (pastels), markers, etc. Paint: poster paints, watercolors, markers Sculpt: pottery clay, dough, plasticine, etc.	3. Not all children will produce the same quantity or quality of work but each child should find some media or art activity which gives a strong sense of satisfaction.

Objectives	Activities	Evaluations
Exhibit creative and confident behaviors with art materials and concepts.		
1. To make choices of subjects and themes independent of the views of others.	1. The student may be asked to draw from a personal experience such as family outings, visits to grandparents, etc. This will provide opportunity for person expression.	1. The student should exhibit a willingness to draw, paint, sculpt, etc., from own ideas.
2. To produce works of art which are imaginative.	2. The studentsmay be asked to imagine how objects might look to an ant crawling over them, or to imagine themselves taking a trip through an environment entirely strange to them such as another planet. New uses for familiar objects, familiar objects made of unusual material, or combinations of unlikely objects will help to stimulate imagining activity.	2. Works of art which are unique. A lack of hackneyed or stereotyped images in the work will indicate the use of imagination.
3. To develop skills in communicating ideas, feelings, fantasies, and images visually.	3. Children must first realize their feelings, understand what an idea is, and know what is fantasy and what is real. Stories, poems, make-believe games, let's pretend, quiz shows, and inventing stories can set the stage for painting fantastic creatures, illustrating an interesting or suspenseful moment in a story, or constructing a robot.	3. Only by actually attempting to communicate through art will a child learn to do so. Each child should be able to produce some work of art to be used in communicating, i.e., exhibited, published, framed for a home, and/or mailed to a friend.

Guide: K-4

Objectives	Activities	Evaluations
4. To explore and experiment with materials independently.	4. Materials should be available to the student--in trays, boxes, cabinets, etc., and time provided for independent work with a variety. Emphasis could be on manipulative skills, assemblage, unusual uses, multiple uses of materials, etc. A time period set aside each week (1 hour) and maintained faithfully throughout the school year would allow the child to trust the situation. No criticism should be made of work produced. Unusual and interesting or beautiful works will create admiration and imitation.	4. The only criteria should be the child's willingness to try. A successful program would be one in which the child would show growing enthusiasm and eagerness for the appointed hour. Great success would be indicated when a carryover into other assignments would be evident.
Develop the ability to follow directions and solve problems.		
1. To represent objects from the environment.	1. Present an assortment of tools such as pliers, hammers, eggbeaters, graters, scissors, etc. Ask the student to draw a picture of them that would help someone know (identify) that tool. Ask the students to draw a picture of their room at home.	1. The student's drawing should be identifiable.

Objectives	Activities	Evaluations
2. To produce expressive works of art.	2. Ask the students to draw a tiny new-born bird in a nest. Then ask them to draw an eagle or hawk soaring in the sky. Suggest that each be drawn in a way that will tell the viewer how the subject feels.	2. The student should show different ways of drawing or painting. Fourth grade students will probably show more difference in quality of art elements such as a faint, weak line for the baby and a heavy darker line for the adult bird. Use of color may vary at all levels.
3. To produce works of art with a variety of matter.	3. Tell the children a descriptive story. Ask them to create a work of art, a painting, drawing, sculpture, etc., that contains as many details of the story as possible.	3. The student should devise a composition. The number of objects is important. Variety of color and technique may be found in advanced students.

STATEMENT: 5-8

Through a continuing experience in the study of art, the maturing student is ready to be involved and needs to respond to activities that offer an understanding of the total self. The program offers an opportunity for the student to explore and experiment with materials and methods with an increased emphasis on awareness. New approaches are employed to enrich the student's creative expression and to develop further the basic skills.

The program is designed to improve mental images and develop better technical coordination. To understand other cultures, a sequential order to art history is encouraged. By uniting ideas in other areas, vocational interest is stimulated, and the student learns to work cooperatively with others. At this level there should be an effort to build a foundation for increasing interest in the arts which will improve creative problem solving and manifest the power of feeling as well as thinking.

Guide: 5-8

Objectives	Activities	Evaluations
1. To introduce the feel and possible textures of clay, and to give the student an opportunity to observe the final results of group effort.	1. After wedging and experimenting with the clay, the student will roll and cut a square pad on which to press various found objects, creating interesting repeated designs and textures. The pads are fired and later assembled for a tile wall surface.	1. The student will have experience in working with clay and learning the proper care for clay tools. He will have the decision of selecting appropriate decorations that will blend with the final product.
2. To familiarize the student with the activities of other artists and to stress the technique of contour drawing.	2. Several still life set-ups are made with musical instruments and cases (old or new), using draped fabrics for background contrast. Sheets of music and other band props are used for details. Instruments to be drawn are explained and identified with vocabulary cards. Displays of paintings featuring musical instruments and background music may be added for motivation. The student will select an area of concentration and make a contour study in pencil and then a final drawing in ink.	2. The student will be able to identify various musical instruments and train the eye to develop the controlling lines of form.

Guide: 5-8

Objectives	Activities	Evaluations
3. To get an idea of each student's ability for creative expressions by using their imagination, and to serve as an incentive exercise for the slow starter.	3. The teacher will draw a basic directional line on a sheet of paper and ask that the line be continued to develop a drawing of anything imagined. Color with crayons may be added.	3. The student will develop a drawing to show the extent of his ideas, feelings, fantasies, and visual images. How he applies color will also be considered in the creative process.
4. To make the student aware of current trends and symbols through magnification of shapes and details. The student must also solve the problem of working with reverse surfaces.	4. Enlarged contour drawings are made of a selected current symbol or object. Back and front drawings are made on heavy duty paper. Details are added and both sides painted in bright colors. The shapes are cut out, stuffed with soft paper, cotton, or fabric, and stapled together with a string placed at the balance point for hanging in space.	4. The student will identify themes and symbols related to current trends. He will analyze the relationship of reverse surfaces and demonstrate a creative organization of color and design.
5. To offer the student a means of success, using inexpensive materials and experiencing a sequence of interesting techniques.	5. After a motivating introduction of moving things in nature, pencil drawings of selected subjects are made on sturdy cardboard. White glue is applied over the pencil lines, avoiding small details but adding a variety of textured patterns. The foil, shiny side up, is glued and taped to the cardboard. A blunt pencil or finger tip is used along both edges of the glue lines to emphasize the raised surfaces. At this point, a print may	5. The student will increase his knowledge of the natural world and develop skills in manipulating a variety of art media and processes.

Objectives	Activities	Evaluations
	be made, using printing ink or black shoe polish. While the ink is still wet, wipe the foil with paper towels. If shoe polish is used, fine steel wool may be needed for polishing. The final antiqued metallic results may be made more attractive by mounting or matting.	
6. To increase the student's knowledge of life and objects found at the bottom of the sea, and to experience the process of mixed media through a resistive method.	6. After a story or film about the sea and its underwater life, the student will decide what will be in his drawing of the sea bottom. Using a pencil, the idea will be sketched on a sturdy white paper. A heavy application of crayon will be used in some areas of the drawing, leaving parts of the paper exposed. A blue dye or thin blue tempera wash is quickly brushed over the entire drawing.	6. The student will identify and plan a creative composition using bright colors to identify the various shapes. He will demonstrate his technical skills by applying another media.
7. To provide an opportunity for the student to design compositions depicting a balance of complex and simple arrangements.	7. The student will cut geometric shapes from colored sheets of paper and arrange them in a composition.	7. The student will identify areas of activity and areas of quiet in a composition.
8. To provide an opportunity for the student to create a painting which depicts a predetermined mood.	8. The student will read a list of expressive words written on the blackboard. The student will select one word and paint a picture depicting the feelings aroused from that word.	8. The student will answer orally questions that will convey satisfactorily the understanding of the mood expressed.

Objectives	Activities	Evaluations
9. To provide an opportunity for the student to create a design using the sensory qualities of texture, shape, and color.	9. The student will display art visuals that indicate concepts pertaining to color, shape, and texture.	9. The student will indicate the use of three sensory qualities by answering questions related to them.
10. To provide an opportunity for the student to represent a given object in two different drawings.	10. The student will place a single, large familiar object on a table. Use the whole page to draw the object. Shade to show the dark areas. Move to another position when finished with the first drawing and make another drawing in the same manner.	10. The student will assess the drawings to identify the effect of light on the object.
11. To provide an opportunity for the student to produce a printing plate and two finished prints from the plate.	11. The student will prepare a printing plate with pleasing arrangment of shapes. a. Roll ink onto plate. b. Press plate onto paper. c. Roll brayer over backside to have even printing.	11. The student will answer questions related to finished prints on: a. media b. tools c. technique

STATEMENT: 9-12

The program at this level is designed to broaden, deepen, and enrich students in many facets of their school and home life. The overall objectives are to enable students to become more appreciative of creative efforts, produce more intelligent consumers, and to make students more appreciative of creative effort.

Lessons and experiences offered will broaden the background of skills and knowledge of the entire field of art. Experimentation in the use of media and materials will be given. Activities will include vocational and avocational interests and will dwell to a degree on the work of the masters and contemporary art.

In studio practices, the students will work on an area of individual interest in addition to assigned projects providing experiences in techniques and materials. In many cases these students will be interested in art as a career, an active avocation, or as an area to develop self-expression.

Guide: 9-12

Objectives	Activities	Evaluations
1. To provide an opportunity for the student to respond to his natural environment.	1. Take sketching trips in natural surroundings. Make rubbings and casts from natural objects.	1. The teacher observes participation and the products produced. Individual and group discussions.
2. To provide an opportunity for the student to appraise cultural resources within the community.	2. Visit galleries, museums, and artists' studios. Compare architectural styles of various buildings within the community.	2. Individual and group discussions. Written appraisals.
3. To provide an opportunity for the student to relate architectural forms to the function of the structure.	3. Discuss the relationship of design to the purposes of schools, churches, office complexes, homes, etc. Design (or redesign) a building for a given purpose.	3. Individual and group discussions. Written appraisals. The teacher observes participation and the products produced
4. To provide an opportunity for the student to use correct terminology.	4. List and define art vocabulary words. Use art terminology in class.	4. Individual and group discussions. Written appraisals.
5. To provide an opportunity for the student to discriminate among various art styles.	5. View, discuss, compare works of art, slides, reproduction.	5. Individual and group discussions. Written tests.
6. To provide an opportunity for the student to explore various methods of expression.	6. Use techniques or styles similar to a variety of artists to express personal experiences.	6. The teacher observes participation and the products produced. Individual and group discussions.

Guide: 9-12

Objectives	Activities	Evaluations
7. To provide an opportunity for the student to work in a variety of art media.	7. Draw, paint, sculpt, pot, print, weave, etc.	7. The teacher observes participation and the products produced.
8. To provide an opportunity for the student to make judgments about his own art work.	8. Frequent critiques with the opportunity to discuss a range of aspects of his own work.	8. Individual and group discussions. Written appraisals.
9. To provide an opportunity for the student to produce art work that is relevant to his society.	9. Design stage sets and costumes for a theatrical production. Create an advertising campaign for a school-related function. Create art work for school and community publications.	9. The teacher observes participation and the products produced. The art work is utilized for the purpose intended.
10. To provide an opportunity for the student to identify vocational and avocational opportunities.	10. Visit commercial art studios, television stations, sign painters, theatres, architects, interior designers, city planners, etc. Invite artists and craftsmen to visit the classroom.	10. Individual and group discussions. Written appraisals.
11. To provide an opportunity for the student to interpret the role of art in various societies.	11. Discuss the religious, magical, social, economic, and expressive aspects of art.	11. Individual and group discussions. Written appraisals. Written tests.
12. To provide an opportunity for the student to compare art movements in literature, music, theatre, etc.	12. Read, listen to music, attend theatrical productions and view art from various periods. Discuss the purposes and similarities of different art forms within those periods.	12. Individual and group discussions. Written appraisals. Written tests.

SOME SUGGESTED PROJECTS

COMMERCIAL

- Stage Design
- Industrial
- Costume
- Fashion
- Architecture
- Poster
- Landscape
- Window
- Exhibit

CREATIVE CRAFTS

- Batik
- Jewelry
- Enameling
- Lapidary
- Applique
- Stitchery
- Weaving
- Textile Desig
- Ceramics

GRAPHICS

- Silk Screen (serigraphs)
- Linoleum Block
- Woodcut
- Intaglio
- Etching
- Glass Etching
- Junk Printing
- Collage Printing
- Acrylic Printing
- Nature Printing
- Stencil Printing
- Airbrush Printing

DRAWING

- Pencil
- Chalk
- Crayon (wax)
- Pen and Ink and Brush
- Charcoal
- Felt Tips
- Conti Crayon
- Pastel
- Colored Pencils
- Line Drawing
- Figure Drawing
- Object Drawing
- Sketching
- Distortion
- Abstraction
- Scratch
- Wash and Line
- Line Character
- Line Type
- Line Direction

PAINTING

- Watercolor
- Oil
- Acrylic (modding)
- Tempera
- Colored Ink
- Lacquer
- Spray
- Wax (encaustic)
- Dye
- Collage (tissue)
- Fresco
- Egg Tempera
- Still Li
- Portrait
- Landscap

DESIGN

Movement	Contrast	Value
Rhythm	Dominance	Texture
Balance	Arrangement	Harmony
Unity	Line	Symmetrical Balance
Variety	Form	Asymmetrical Balance
Repetition	Color	Space (negative and positive)

SCULPTURE

Wire	Paris Croft	Stabile
Clay	Wax	Mobile
String	Gravestone	Round
Plaster	Salt Block	Relief (high and low)
Paper	Wood	Construction
Cardboard	Metal	
Poly-foam	Plasticene	
Papier-mache		
Sculpt Metal		

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